

CHAPTER I

INTRODUCTION

1.1. Background of The Study

In learning English, there are four important skills that should be learned by the students, such as listening, speaking Writing and reading. Writing skill is one of the important competences that must be mastered by students because we know that language is not only in spoken form, but also in written form. This skill is important to help students in expressing their ideas. It also made the text coherent so that students can follow the development of the ideas. Writing can be a great tool to help students know more about the way students think and it is also one of the ways to translate one thought for other students.

Writing is defined as an activity to write something out of our mind to let out an idea or opinion by using pencil, pen, felt-tip marker in the media paper, stone or the others. Since young, humans have learned how to express the idea or opinion in their mind. In school, the students learn how to write to convey their ideas and opinions. They were trained to be confident in their writing. According to an expert "writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004) P.33)" from the research explanation above, it can be concluded that learning can help the students to involves thinking, composing and teaching students in making the use of standard written forms.

Writing skills are essential and useful for students. According to Brown (2004: 218) writing is a skill that is the exclusive domain of scribes and scholars in education or religious institutions. Writing is one of the productive skills in learning

English, it should be mastered by all grades of students, especially students in Senior high school. Writing is one of the skills which is used as one medium to communicate with others by using written text as a tool. Mastering writing skills enable students to convey their ideas in making a paragraph. Thus, the purpose of teaching writing is to improve students' ability effectively in creating unified and coherent paragraphs in written contexts.

In addition, writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. In theory, writing is defined as the process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing, and putting them on paper that is appropriate with the writing project. Then, the writing product should be reshaped and revised to make it better and understandable by the reader. According to those definitions, the researcher concludes that writing is a step of mental action of inventing, organizing, reviewing, editing, and revising ideas into words by writer's own style with specific purposes clearly for the reader until the writer is satisfied that his writing expresses exactly what the writer wants to say.

Nowadays it is important for students to improve their writing skills. Teaching writing in the school is very important and it is purposed for students to improve their writing skills and also help them to use the correct component of writing such as vocabulary, spelling, punctuation, sentence structure, even the capitalization. In writing the students need to improve their skill in using their creative ideas in writing in order to make the writing activity become more interesting. In writing there are some steps that need to be mastered by the students in order to produce a good writing product. According to Zemach and Islam

(2005:1) state that writing is also one of the difficult skills to master English language

Oshima and Houge (2007:15) state that writing is never a one-step action; it is an ongoing creative act. When they first write something, students have already been thinking about what to say and how to say it. Then after they have finished writing, they read over what they have written and make changes and corrections. They write and revise and write and revise again until you are satisfied that the writing expresses exactly what they want to say or write. The process of writing has roughly four steps. The first is prewriting. In this step the students have a chance to get some ideas to write. In addition, in this step, the students choose a topic and create ideas to explain the topic. The second is organizing the ideas. In this step, the students organize the ideas into a simple outline. The third is drafting. In this step, the students write the rough draft by using the outline as a guide. The last is polishing. In this step, the students polish what they have written. The steps above are the important part of the writing process. A good writing skill allows students to generate their ideas easier and write some simple paragraphs with the topics related to their environment. The students are also expected to be able to produce a whole text by their own creativity.

Generally, there are some students who have difficulties in writing skill in various forms of text types. In this case, teachers have the important role to think and solve such problems. In addition, the problem has become an opportunity for researchers to make a study concerning the difficulties of writing skills for students. In this present study, the researcher has a chance to conduct the research in seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar. There are some students who

still find difficulties in writing. Therefore, in this present the research conducted the research about the students writing skills, especially in writing descriptive paragraphs. The students are difficult in developing ideas and transferring the concept from the brain to the written form. They still found difficulties in writing descriptive paragraphs as they did not know what they had to write to begin their paragraphs. They were also still confused about how to arrange the sentences and make them coherent. Moreover, the student did not know about the generic structure of descriptive paragraphs such as; identification, description, and conclusion when they should make a paragraph.

There are several factors that affect the students' improvement in writing skills. The possible difficulties of writing skills for students in the text form of a descriptive paragraph is caused by some common points such as; low students' motivation, low mastery of English grammar, or perhaps from the frequency of exercises are not enough. The students had problems in making descriptive paragraphs with completed generic structures of a descriptive paragraph. Besides that, the teacher still used the technique that made the teaching and learning process on teacher-centered learning. It still could not improve students' writing skills well especially in writing descriptive paragraphs. From these possible problems, the researcher wants to further emphasize the implementation of the tell-show strategy with pictures as a media that she wants to test students to improve writing skills in descriptive paragraphs.

In this present study, tell-show strategy is the technique that is used by the researcher to improve the students writing skills especially in writing the descriptive paragraph. This technique can be used to facilitate the students when they write

descriptive paragraphs. Peha (2003:33) state that in writing, we often say that “showing” is better than just “telling.” In addition, here are the reasons why showing is better than just telling: showing is more specific than telling, showing helps readers make pictures in students minds and Showing is more interesting than telling. Therefore, showing is one of the most sophisticated techniques a writer can use. It makes your writing richer and more descriptive. It also helps you discover new ways to say things. Showing is the key to rich and satisfying descriptive writing that sounds like the writing you read in the very best books.

In addition, Peha (2003:34) states that the Tell-Show strategy technique is begun by making two columns in which for "Tell" in the left column and "Show" in the right column that resemble the T letter. In the “Tell” column, the students just write down the simple topic sentence that will be described in the “Show” column while, in the Show column the students will write down the descriptions of the topic in detail. So, the Tell Show strategy is important for developing the student’s ideas and improving their writing skills. In tell show strategy, it is explained clearly about the topic and also can give a picture in mind. This strategy began with students making two columns then taking any simple sentence from the current piece. It gives students an opportunity to share their ideas. In addition, this also gives a new style in their writing activity.

In this present study the researcher would also combine this tell-show strategy with pictures. In this chance picture has the role as a media to help students easily understand and to develop their idea and imagination. According to Brown (2004:224) pictures are displayed with the objective of focusing on familiar words whose spelling may be unpredictable. It would be a new style in their learning. So,

the learning process could be more interesting when combined with pictures because it could enrich the students' imagination, especially in writing descriptive paragraphs.

The background of the study above, the researcher conducted the study to improve the students writing using the tell-show strategy which combined with picture as a media. This study would help students to improve their writing skills especially in writing descriptive paragraphs. Tell show strategy is the best technique to improve the students' writing skills. By using tell show strategy the learning process would be easy to understand and interesting so the student can develop their idea or imagination in writing descriptive paragraphs with good generic structure. Therefore, the researcher interested to conducted this research entitled "Improving Writing Skills of the seventh-Grade Students of SMP (SLUB) Saraswati 1 Denpasar Through the Tell Show Strategy with Picture in Academic Year 2021/2022".

1.2. Research Problem

Research problem is a term which is used to state the problem of the study. Based on the background investigation, writing is an important skill to help students in expressing their ideas or imagination. Writing is one of the four language skills that should be learned by students. As what has been specified in the background of the study above, choosing and formulating the problem is one of the most important aspects of doing research. The researcher has to decide specific and correct questions to be answered and conveyed to find an answer. Based on the background of the study above, the research problem can be formulated as follows: can writing skills of the seventh-grade students of SMP (SLUB) Saraswati 1

Denpasar in the academic year 2021/2022 be improved through a tell-show strategy with picture?

1.3. Objective of Study

In order to make this present study have a clear direction, certainly, it is needed to declare an objective of study. The declaration of the study would define the goal that must be achieved during the present study. Based on the research problem that was stated above, the researcher must find a solution to solve the problem. Any scientific study is intended to answer the research problem that has been formulated and determined. Hence this study is designed to answer the research problem which has been stated before. In relation to the research problem, the objective of the present study is to find out whether the writing skills of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2021/2022 can be improved through tell-show strategies with pictures.

1.4. Limitation of the Study

In relation to the objective of the study, this study is focused on the use of the tell show strategy with picture to improve writing skills of the seventh-grade student of SMP (SLUB) Saraswati 1 Denpasar in academic year 2021/2022 especially in writing descriptive paragraph. Certainly, the researcher only discussed the role of tell-show strategy with pictures to help students in improving their writing skills, especially in writing descriptive paragraphs. The paragraph is focused on describing things and person in accordance with the generic structures such as identification, description, and conclusion.

1.5. Significance of the Study

One of the principal reflections which is taken into account in undertaking the present investigation is the significance of the expected research findings. In this present research is concerned with improving students' writing skills using a tell-show strategy with pictures. Moreover, the result of the study is mainly expected to be useful in learning English, especially in writing skills. Furthermore, the result of the present study is expected to get both theoretical and practical significance of the teaching and learning process as follows:

Theoretically, the results of this study would be useful for evidence about the implementation of the tell-show strategies with pictures in improving the writing skills of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2021/2022. In addition, this study can be used as a reference for other researchers in the future study which are related to tell-show strategies with pictures that are used to improve students' writing skills. Furthermore, it can contribute new research finding of the use of tell-show strategy with pictures in improving writing skills. In addition, the result can be used as empirical evidence which gives information for other researchers.

Practically, the significance of this present study can be beneficial for teachers, students, and other researchers. For the teachers, teaching writing skills through tell-show strategies with pictures can help the teacher to stimulate the students to be more active in the classroom. For the students, it is useful for students to improve their writing skills, abilities and make them more enjoyable during the teaching and learning process. For the other researchers, this study will be very

useful references for those who are interested in the same study and give useful consideration to conduct another study which is still related to the area of the study.

1.6. Definition of Key Terms

The title of this present study is “Improving Writing Skills of the seventh-Grade Students of SMP (SLUB) Saraswati 1 Denpasar Through the Tell Show Strategy Combine with Picture in Academic Year 2021/2022.” Therefore, to make the readers clearly understand and to avoid misconception and misunderstanding of the study, the researcher would like to explain some key terms. The key terms that are used in this present study were clearly define as follows:

1. Writing skills

The writing skill is defined as the ability of the seventh-grade students of SMP Saraswati 1 Denpasar in writing, especially in writing a descriptive paragraph which consist of Identification, description and conclusion.

2. Tell Show strategy with Picture

Tell Show strategy in the present study is operationally defined as the strategy of teaching writing in which the teachers make a T-chart which has two columns. The left column for -Tell and the right column for -Show to help them in generating and organizing ideas as details as possible. In the "Tell" column, the students write the topic sentence related to the main topic of the paragraph which is about a person and think. Then they in “show” column explain details about the subtopic in the

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review is related to the theory, which is used in this present research. It is used to support and build this study to be firmer and more based on the facts. In order to emphasize and avoid misunderstanding, the practical must be conducted on a theoretical basis, it is also concerned with the concepts and theories which are used as the standard in every research. This research allows the readers to understand the foundation of the research problem. In addition, to support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing skills and picture description. There are some important points written in this chapter which include some relevant research studies for this research. The present study is conducted on the ground of the following theoretical review: 1) writing skills, 2) descriptive paragraph 3) tell-show strategy 3), assessment of writing.

2.1.1 Writing Skill

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are four skills of a language. Writing skill is one of the four skills that should be learned. Brown (2004:128) states not many centuries ago, writing was a skill that was the exclusive domain of scholarship and scholarship in educational or religious institutions. Almost every aspect of everyday life for common people was carried out orally. Business transactions, records, legal documents, political and military arguments-all were written by specialists whose

vocation was to render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skills, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in a literate culture.

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significance in improving a communicative competence of learning the language. Richards and Renandya (2002:303) among the four language skills, writing is the most difficult skill for second or for foreign learners to master. It is because writing is considered a complex process of putting ideas down on paper to transform thoughts into words.

Rohman (2002:7) also points out that writing is usefully described as a process of putting thoughts into words and words into papers. In addition, writing is considered a productive skill along with Harmer (2007:265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Urquhart and McIver (2005:5) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004)

states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process.

Writing can be seen as two different views. They are the product of that writing and the process of writing, Harmer (2007:325) states that writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like Brown (2001:335). It means that the writing should meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself (Harmer, 2007:325).

According to Brown (2000:334) writing skill is an ability to write naturally, coherently, grammatically, fluently, authentically, and purposively. In this case, it means that writing skills are the ability of writers to write fluently, as naturally as possible with the accuracy of grammar, coherent and authentic ideas, and have a clear purpose of writing and reader in mind. Therefore, writing skills are the ability to use some strategies to manage the writing process. In this definition, Hedge states that the writing strategies are a number of activities such as planning goals, generating ideas, organizing information, selecting appropriate words, making a draft, reviewing, editing and revising it.

In the writing process, there are several steps that need to be applied so that it can produce good writing for the reader. Oshima and Houge (2007:16) state that there are four steps in the writing process such as; prewriting, organizing the ideas,

drafting, and polishing. The first is prewriting. It is a way to get some ideas to be written. In this case, the students have to choose a topic and create ideas to explain the topic in their writing. The second is organizing the ideas. In this step, the students need to organize their ideas into a simple outline to be written. The third is drafting. In this step, they have to write the rough draft by using the outline as a guide. The last is polishing. In this step, the students polish what they have written. The five steps above are an important part of the learning writing process.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. Writing which is conducted in this present study called academic writing. This writing requires skills such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a written product. The process in writing is not only developing the students' paragraph writing skills but also their creativity. Writing can be mastered through working hard and practicing continuously. So, the writer can construct and improve communicative abilities in written form which helps the writer to share their ideas, knowledge, feelings and opinions with other people.

2.1.2 Descriptive Paragraph

A paragraph is a group of sentences which the writer develops about a subject of writing. Oshima and Hogue (2006:1) stated that a paragraph is a group of related sentences that discuss one (and usually only one) main idea. This statement means that in every paragraph it should focus on only one main idea that

explains or talks about. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

All paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence Oshima and Hogue (2006:3). The first, topic sentence. It is state the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The second, supporting sentences, it develops the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. The last, Concluding sentence. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember

A paragraph is a group of related statements that the writer develops about a subject. The first sentence in the paragraph states the specific point, or idea, of the topic, and the rest of the sentences in the paragraph support that point Oshima and Hogue, (2007:3). In this present study the researcher is going to construct the descriptive paragraph. In addition, in constructing descriptive paragraph writing, it should write the organization of the descriptive paragraph. The organization of the descriptive paragraph includes identification, description, and conclusion. The writer should follow those steps in writing Therefore, the descriptive paragraph that the writers construct becomes a well-organized paragraph.

Zemach and Islam (2005:9) state that a paragraph is a group of about six to twelve sentences about one topic. This statement means that every sentence in a strong paragraph is talk about the same topic. All of the sentences explain the

writer's main idea (most important idea) about the topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say

Details for descriptive paragraphs come from the writer's sense, smell, taste, touch, hearing, and sight. According to Friderer (2002:17). A descriptive paragraph gives a clear picture of a person, place, object, event, or idea. A descriptive paragraph requires students to write a description of things, people, and places in detail. So, the readers could imagine the described thing, person and place or can visualize what it looks like. In addition, the clear descriptions also make the readers feel what is being described.

Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how things, places, or people look or feel by using an adjective. In addition, adjectives are words that tell how things, places, or a person looks, tastes, tastes, sounds, smells, and also describes how the person feels. Most of the descriptive paragraphs are adjective words that are very helpful to explain something in vivid detail. Savage and Shafiei (2007:30) state that in the descriptive paragraph the writers use words that create an image and help the readers to see, feel, touch, smell, or taste the topic that is describing. Folse et al. (2010:135) state that a descriptive paragraph describes something or someone looks or feels. It gives an impression of something. Moreover, good writers use words that appeal to some or all of the five senses, such as sight, taste, touch, hearing, and smell to help describe a topic. Oshima and Hogue (2007:61) also state that descriptive writing appeals to the

senses, so it tells how things look, feels, smells, tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in their mind.

According to Evans (2000:11), the generic structure of a descriptive text is an introduction, playing body, and conclusion. Introduction or identification is telling about the general of the paragraph. The writers write some statements that show describing the object in the whole paragraph. The main body or description explains the object, for instance, the physical appearance, hobbies, and characteristics that can be called description. The last one is the conclusion of the paragraph. It can be a summary of the paragraph or the writers' comments about the object described. The conclusion of the paragraph is usually repeating the idea started from identification. In this present study the research conducted about writing descriptive paragraphs which explains how things, places, or people look or feel by using adjective words.

2.1.3 Tell-Show Strategy

To make the teaching learning strategy in this present study the researcher needs a teaching strategy to make the teaching learning process run well. In teaching writing, there are some good strategies, which are good to improve students' writing skill. In addition, it needs to help students to make it easy for them to understand the material during the lesson, especially about the writing descriptive paragraph. Using an appropriate strategy is necessary to achieve a better result of the students' writing skill. Therefore, in the present study Tell-Show Strategy is chosen as an appropriate strategy to improve students' writing skill especially writing the descriptive text.

Tell-show is one of the teaching strategies that could be used to facilitate the students in learning to write a paragraph. The use of this strategy would help the students to overcome their needs about what to write, identification, content and conclusion in writing. Furthermore, in conducting the research in SMP (SLUB) Saraswati 1 Denpasar especially for seventh grade students it is important to adopt the Tell-show strategi by the researcher. This strategy can help students to improve their writing skill especially writing descriptive paragraphs. Besides that, it is useful for the students to develop and organize their ideas in writing, especially in writing a descriptive paragraph. Peha (2003:34) states that tell show strategy is formed by making two columns which is the column was made in form letter T which is divided into Tell column for the left and Show column for the right part. In the Tell column, the students asked to take any simple sentence that mentions something they can describe and write it down on the "Tell" side of the chart. It means that students asked to write down the topic or simple sentence that they would describe in the "show" column. However, in the Show column the students asked to make a picture of the sentence in mind and write down all the things they see in that picture on the "Show" side. It means that the students are asked to write about the topic that they write in the Tell column then describe it in detail on the show column. Moreover, this strategy becomes a critical power which trains the students on the topic that they want to write because as Peha (2003) states that the more they are able to write the list to tell column and describe into some sentence in show column, they would be able to arrange a paragraph to become more and more detailed.

The strategy that Tells-Show is the strategy that uses T-chart in writing a simple descriptive paragraph. This strategy will help the teachers overcome the

problem in teaching writing as well as it can make the students compose the paragraph easily. The first step of the writing process is pre-writing. This step students gather their ideas and explain the topic. One of the prewriting techniques is called Tell-Show. In the present study, the researcher needs picture as a medium to support the Tell-Show strategy in forming a descriptive paragraph intended for helping students in writing. Moreover, pictures can give a contribution to students' motivation and interest in writing; therefore, it will stimulate students to develop their ideas easily. Picture is able to provide stimulation in writing. Beside that picture can also create the imagination in students mind before they write in the column tell and show. Harmer (2007:330), a picture can provide visual stimulation for writing-habit activities. Students can write a description about a man or woman so that their class have to identify that person from a group of photographs. They can write a postcard by using the pictures that we give or create an interview by using a portrait. They also able to adds the picture with questions and answers which can develop into a very involved conversation. Furthermore, there are some steps to implement a Tell-show strategy with picture. First, the teacher shows the students some picture related to the topic. Then, make the two columns which consists of Tell in the left column and Show in the right column. The example as follows:

1. Tell : the teacher can make a clue in the tell column related to the picture
2. Show : after the teacher makes a clue in a tell Colum, the student describes in detail based on the clue in the show Column.
3. The student can make a paragraph based on the topic and use clues in the tell Column and description in the show into a paragraph.

In Conclusion, it will be useful for students to use tell-show strategy with picture in generating and organizing ideas in writing. Therefore, this strategy can facilitate students to write descriptive paragraphs. In a summary, it can be concluded that Tell - Show strategy is the process of generating ideas. It allows the writers to think more creatively to get many ideas before the writers start to write by using T- chart. The tell-Show strategy helps to find the connection between ideas and also stimulates writers' ideas; furthermore, they can make a good paragraph in writing.

2.1.4 Assessment of Writing

Assessment is broad terms covering any conclusion effort on the part of the teachers or students drawn based on their performance. Every subject in the teaching-learning process needs to be assessed to know the students' achievements in writing, especially in descriptive paragraphs. In addition, assessment is important and it must be done to know the subjects' skills during the teaching-learning process. Orgiou and Pavlou (2003:4) state that assessment is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths. In addition, analytic scoring of the assessment clearly assesses several aspects of writing or criteria rather than a single score. Directly giving a single score

makes an assessor tend not to give attention to every aspect of the writing. However, there is a tendency to see the writing as a whole so that the score given is a way from the objective. It is better to give a score separately for each aspect. After each aspect is given a score separately, then the score of all aspects is accumulated to gain a single score of the writing.

Oshima and Hogue (2007:196) state that the elements of the rubric for assessing writing paragraphs are a) format: the points which are assessed are title, tidiness, and margin of the paragraph; b) punctuation and mechanics: the point which is assessed is punctuation and spelling; c) content: the point which is assessed is the main idea of the paragraph; d) organization: the point which is assessed is the generic structure of descriptive paragraph; e) grammar and sentence structures: the points which are assessed are the grammatical and sentence structures.

Regarding those theories, in this present study, the focus is on the theory from Oshima and Hogue. The theory is about the elements of rubric for assessing writing which cover five elements, such as format, punctuation and mechanics, content, organization, grammar, and sentence structures. Those five elements of scoring rubrics are adapted for the score of the study and it is relevant for this present classroom action research

2.2. Empirical Review

The empirical review is the review of relevant research that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, there were other researchers that were similar

and showed Improving students writing skill through tell show strategy. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows

The first research was conducted by Astawa (2016) entitled "Improving Writing Skill of the eight-grade student of SMP Negeri 4 Denpasar. This research was then carried out through implementing tell-show strategy in two cycles and each cycle consisting of two sessions The result of the post-test in each cycle showed that there was a significant improvement of the subject's ability in writing paragraphs In addition, the subject also gave positive responses toward implementation of the tell-show strategy in teaching and learning process. The strength of this study is the students can get a score more than the minimum standard passing grade in that school from cycle I and cycle II after they are taught by tell-show strategy. This research still has weaknesses, the researcher did not give clear instructions to the students about what they would write, and the researcher did not give a detailed clue in implementing the strategy

The second was conducted by Anggraini (2017) entitled "Improving Writing Skills Through the Tell-Show Strategy of the Eighth Grade Students of SMPN 12 Denpasar in Academic Year 2016/2017". This research was mainly based on the preliminary observation of the eighth-grade students of SMPN 12 Denpasar. This study was carried out by implementing a tell-show strategy in two cycles. The strength of this research is the result of the post-test in each cycle clearly showing that there was significant improvement concerning the subjects' ability in writing a descriptive paragraph. Furthermore, this research showed that there was a positive response concerning the strategy applied in improving students' writing skills.

Meanwhile, there are still weaknesses in this research. First, the weakness of this study was on the appendices. The researcher did not put the learning material that he taught for the study in classroom action research. Second, this research has the same weakness as the first research. The researchers also did not use the media to support the strategy.

In the present study, the researcher gives more clear instructions to the students about what they will write. The researcher also put the learning material for making a clear direction for teaching descriptive paragraphs. The researcher also makes something different from both types of research. In this present study, the researcher combined tell-show strategy with picture as a media in implementing the strategy. The researchers use pictures as a medium to make the students easier in showing their ideas by seeing the picture given.

